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ABSTRACT

This article describes and discusses student evaluation of a college-level sociology course on social movements around the world. The course was designed to cover basic theory on the development of social movements and revolutions and to provide case studies from the United States and other nations through the use of documentary films. The course was developed in accordance with the premise that students would be more motivated to learn about social conflict if they were exposed to it at the theoretical level as well as in the context of actual socio-historical situations and if they were exposed to course material through the combined use of lectures, reading assignments, and documentary films. The course was designed to cover three main topics--the theoretical underpinnings of general processes involved in the development of social movements; the American labor movement; and recent social and revoluntionary movements in Asia, Africa, Latin America, and the Middle East. Based on student feedback and exam scores, the course developer was able to identify strong points and problems related to the course. For example, students indicated in written evaluative questionnaires and in informal discussions with the teacher that they were interested in the course materials and that they were learning a great deal about social conflict from participating in the course. Criticisms and suggestions for improving the course centered on four main points: (1) lectures were thought to be too rapidly paced; (2) films and lectures were not as coordinated as they might be; (3) students wanted more time for discussion of course topics and reactions to films; and (4) students objected to the biased nature of some of the films. The document concludes with an appendix containing reviews and ordering information for all films used in the course. (DB)

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A FILM AUGMENTED COURSE ON SOCIAL MOVEMENTS AROUND THE WORLD

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A FILM AUGMENTED COURSE ON SOCIAL

MOVEMENTS AROUND THE WORLD

Abstract

In response to perceived student interest the author organized a film assisted course on social movements around the world. The course was designed to cover basic theory on the development of social movements and revolutions and to provide case studies from the U.S. and around the world through the use of documentary films. A major goal was to present the material in such a way as to be of interest to a wide range of students. This paper describes the organization, teaching and evaluation of such a course recently taught to 100 students at the University of Connecticut.

INTRODUCTION

The purpose of this paper is to describe the development, organization, teaching and student evaluation of a film assisted course on social movements and social conflict around the world. In the past I had taught several courses, such as social psychology and social problems, which dealt in part with the topic of social movements. Student interest in this subject matter seemed to always be strong. But few courses offered by any of the departments at the university dealt specifically with the topics of social movements and social conflict, particularly on a world-wide basis.

My goal in the planning of a new course was to deal with these topics initially at the theoretical level but then in the context of several actual socio-historic situations. The use of documentary films in the course was intended both as an aid in presenting information on social movement and social conflict development and as a means of conveying course material in a maximally appealing and engrossing manner to the average university student, regardless of the student's major field of study or prior educational experience.

Following discussions with other faculty members, undergraduate and graduate students and the department chairperson, the proposed course was approved and listed in the University's pre-registration course schedule for the Fall semester of 1980. Flyers and signs were posted to announce the availability of the new course. Class size was set at 100 students and the course was filled to capacity.[1]

OBJECTIVES

The Course was specifically designed to accomplish the following objectives:

1) Provide students with a basic understanding of the general social processes involved in the development of social movements;
2) Promote interest in and understanding of major social movements around the world through the use of lectures, reading assignments and available documentary films.

STUDENTS AND SETTING

The class was organized on a Tuesday-Thursday schedule with 75 minute class periods.[2] The class met from 11:00 am to 12:15 pm. The 100 students enrolled in the course were almost exclusively seniors and juniors, many of whom majored in fields such as anthropology, economics, history, political science and sociology. However, there were also many students majoring in other subject areas such as business administration and related areas, journalism, english, fine arts, the hard sciences and engineering and several other fields of study. The only general pre-requisite for students was introductory sociology. The University of Connecticut is the state's main institution of higher learning with approximately 23,000 students. The central campus, where the course was held, is located in the rural community of Storrs in east central Connecticut.

COURSE DESCRIPTION

The course was designed to survey examples of major social and revolutionary movements and associated social conflict in recent history (mainly during the 1960-80 period) in Asia, Africa, Latin America and the Middle East. I also wanted to begin the course, immediately following the introductory theory section, with treatment of an important American social movement. While it's obvious that there were several major American social movements to chose from, I selected one which I

judged to be of great significance and which was largely neglected in course offerings at the university, the American Labor Movement. I also felt that, to some limited extent, several aspects of the movements against racial and sexual discrimination could be covered in the context of the Labor Movement. Given the central commitment to focus on movements around the world, only one major U.S. movement could be covered in the course.

The first tedious task, once a very general conception and outline of the course was formulated, was to survey scores of film catalogues for potentially useful documentary films. I obtained film catalogues from the Media Center at the University of Connecticut for many university and college film libraries and film distributing institutions. One major source of information in this regard was the Educational Film Locator (Consortium of University Film Centers and R.R. Booker Company, 1978). I also obtained catalogues from fellow faculty members. It took several weeks to survey the catalogues and select appropriate films. The titles of the films chosen for this course are presented in the Appendix, along with length of showing time, sources and approximate rental fees. Catalogues listing other relevant films may be obtained by writing to any of the distribution sources listed. I was not able to pre-view 3/4's of the films. Selection of these films was made on the basis of film descriptions and/or recommendations obtained from generally reliable critics and other authoritative persons.

After a list of films was compiled, I approached the dean chairing the University of Connecticut Film Fund Committee to obtain support for the film rentals. Unfortunately, requests for film support were expected to total twice the amount the university had available. Thus, the possibility of receiving full funding from the university was not very promising. This problem was overcome with the assistance provided by the leadership and advisory boards of the Univer-

sity of Connecticut Afro-American Cultural Center and the University of Connecticut Puerto Rican Cultural Center. The Afro-American Cultural Center provided funding for the films dealing with Africa, while the Puerto Rican Cultural Center provided funding for the films dealing with Latin America.[3] The University of Connecticut Film Fund Committee provided funds for the remaining films. Film orders were submitted to the film rental sources three months prior to any scheduled showing to insure film availability on the desired dates.

Reading material for the course included sections of Peasant Wars of the Twentieth Century (Wolf, 1970) which was selected because it provides a comprehensive background and history for six major revolutions of this century. The other paperback used was Wretched of the Earth (Fanon, 1963). This book was selected primarily because of the author's analysis of the impact o colonialism on the psychology, social relations and culture of colonized peoples.

The first two classes were devoted to theoretical concerns with lecture material drawn mainly but not exclusively from the writings of Blumer (in McLaughlin, 1969), Smelser (1962), Davies (1971), Evans (1973), Gurr (1970), and Roberts and Kloss (1974). Beginning in the second week of the course, films and lectures were alternated roughly every other class period. At several points, two short films or slide shows were shown in the same class period and at other points a class period was often split between film and lecture.

The course proved to be very interesting and, at least during this first time, very demanding for the instructor. One aspect of the course that required continuous supervision was the arrival of films and the preparation of equipment needed for each film, filmstrip, slide show or video-cassette showing. This effort required two or three trips to the University Media Center each week, on the average, to check on these matters. It's likely that this supervision will

be necessary any time such a class is offered. The main time consuming activity, however, was the constant library research on subject areas necessary, from one point in the semester to the next, to gather material for lectures.[4] At two points specialists from the Anthropology Department provided lectures, Carl Conetta on the Chinese Revolution and Mark Gentry on the development of the Mozambique struggle for independence.

Student interest in the subject matter of the course appeared very high from the outset. Attendance at the lectures and films during the first half of the course varied between 90% to 100%. In the middle of the semester several less than satisfactory films helped reduce class attendance but during the second half of the semester the attendance was still high, fluctuating between 80% and 90%.

STRONG POINTS OF THE COURSE

1. Student interest in the course material and student evaluation of the course were very high as indicated by class attendance and anonymous student surveys. Out of 90 obtained anonymous student questionnaires 97% of the students responded "yes" to the question "would you encourage the university to support and offer a course of this type in the future?" while 3% responded "unsure" and 0% responded "no." In addition, 94% of the respondents reported they would recommend "this type of course to other students."

2. The course seemed to greatly increase the students' knolwedge of how social movements originate and grow and of the processes and forces influencing the development of important socio-political movements throughout world society. Evidence in this regard was manifested in performance on the two exams given during the course (largely objective due to the size of the class), student and teacher discussions both in and out of class, and comments volunteered by students on the anonymous questionnaires.

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PROBLEMS

Criticisms and suggestions for improving the course in the future centered on four main points:

1) First, several students felt the lectures were too rapidly paced and crammed with information. These students preferred fewer films and perhaps a slightly smaller range of subjects so that the lecture time would not be over taxed.

2) Another suggestion by several students was a request for better "coordination" of films and lectures. In many instances, lectures were delivered on topics after the film on those topics was shown. This was largely intentional since the instructor wanted to see the films in order to be able to modify lecture content to cover what might have been omitted from the films. The most desired sequence in terms of student preference appeared to be relevant lecture material first, followed by the appropriate film which would then be followed by a short discussion period.

3) A third criticism focused on lack of time for student discussion and reaction to films. Several students suggested that small discussion groups or workshops outside of regular class periods might be desirable.

4) Finally, several students reacted negatively to the "biased" nature of many of the films. Several of the films used seemed slanted against the movement or revolutionary value position while an even larger group of films seemed biased in favor of the revolutionary position. Unfortunately, it is very difficult to locate "balanced" or "value-free" treatments of the subject matter covered in this course. In some cases it seemed that the only films available on some movements or revolutions were made from a totally pro-movement value orientation. It is desirable to include varying perspectives on each subject either by means of a single film which includes several points of view, or two or more films with opposing value positions on the same subject or by including lecture material which balances any highly biased film orientations.

APPLICATIONS AND EXTENSIONS

In planning for the second offering of the course for the fall of 1981 (which has a 100% higher enrollment than the first time the course was offered), I have attempted to respond to student suggestions in appropriate ways. For one thing, I am replacing Wretched of the Earth with The Political Economy of Race and Class in South Africa (Magubane, 1979) while retaining Peasant Wars of the Twentieth Century. In addition, I am ordering a few less films in order to allow for more lecture and discussion time.

A film augmented course on social movements may prove to be a valuable addition to the course offerings of any educational institution. The basic concept of teaching about social movements, social conflict and conflict resolution, and collective behavior through the use of documentary films may be modified to create courses which cover a set of social movements different from those covered in the present course. In any case, the format seems to constitute a very stimulating and effective way of presenting this type of subject matter.

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Footnotes

1. The 100 student class size was based on a judgement of the instructor regarding student inrerest in the subject matter of the course and an estimate of a desirable class size for a first time offering of the course.
2. The instructor requested a Tuesday-Thursday class schedule so as to have a class length (75 minutes) long enough for the showings of all the films selected. Another possibility for such a course is to hold the class once a week in the evening.
3. Alternate means of securing funding for the films might include seeking outside grants or charging students a small "lab fee" at the outset of the course. The fee approach is possible only when a suitably large number of students enroll in the course.
4. The instructor developed a bibliography on the subject matter covered in the present course which is available upon request.

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Appendix:

SOURCES, RENTAL FEES AND LENGTH OF FILMS ALONG WITH COMMENTS ON INSTRUCTOR AND STUDENT REACTIONS

"If you don't come in Sunday,
Don't Come In Monday"

This film attempts to cover the central points of U.S. labor history in an hour's time. Obviously, much of the coverage is very superficial. In particular, the militant left wing branch of the labor movement is hardly examined. Explanation of contending ideological aspects of U.S. labor history is almost totally absent. The film needs to be supplemented by lecture material on these points. Despite the shortcomings, the large majority of students found the film interesting and informative and 87% recommended using the film in the future (13% not sure, 0% no).

Length	Source	Approximate Rental
59 minutes	American Federation of Labor and Congress of Industrial Organizations 815 Sixteenth St., N.W. Washington, D.C. 20006	$20.00

"Eugene Debs"

This film deals specifically with the life and activities of Eugene Debs of the Railroad Workers Union and the American Socialist Party. The film received a very high interest and information rating from students and a large majority (91%) recommended it to be used in the future (9% not sure, 0% no). However, several students suggested that a more comprehensive history of the militant leftist components of the U.S. labor Movement would be desirable.

Length	Source	Approximate Rental
42 minutes	Cambridge Documentary Films P.O. Box 385 Cambridge, MA 02139	$60.00

"Songs and Stories of Labor"

This film is largely simply one man singing union songs and telling stories from U.S. Labor history to a group of people. It is not very exciting except perhaps to persons with a great deal of prior knowledge of U.S. Labor history. However, several of the songs and stories were very moving and expressive of worker experiences. But the majority of students did not find this film very interesting or informative and did not recommend its use in the future.

Length	Source	Approximate Rental
30 minutes	AFL-CIO 815 Sixteenth St., N.W. Washington, D.C. 20006	$20.00

"Babes and Banners"

This film describes the 1937 strike against General Motors for recognition of the United Auto Workers Labor Union and the crucial role women played in the winning of that strike. The film contains very spontaneous and exciting episodes of collective behavior. Students tended to find the film very interesting and 89% recommended it to be used again (10% not sure, 1% no). Several students suggested a film about union activism in which women played an even more direct or leadership role might also be desirable.

Length	Source	Approximate Rental
45 minutes	AFL-CIO 815 Sixteenth St., N.W. Washington, D.C. 20006	$20.00

"China: Century of Revolution (all 3 parts)"

This film contains excellent documentary footage of civil strife and important events in China from 1900 to the mid 1970's. It is comprehensive and slightly to moderately biased against the Communist side in the civil war. This film must be supplemented with lectures and readings to insure satisfactory student comprehension. The students tended to find this film very interesting and informative and 89% recommended that it be used in the future (10% not sure, 1% no).

Length	Sources	Approximate Rental
70 minutes	Media Center, U-1 University of Connecticut Storrs, Conn. 06268	$15.00

Also available from the Media Centers of:

University of California, Berkeley
Iowa State University
University of Iowa
Purdue University
Indiana State University
Kent State University
Pennsylvania State University
Washington State University

"Why Vietnam"

This film is a 1965 explanation of the massive commitment of U.S. military personnel to Vietnam produced by the United States Armed Forces. This film features excerpts from speeches by President Lyndon Johnson and presents students with the official governmental justification for the Vietnam intervention. Students tended to find this film very interesting, especially in conjunction with the film strip "Vietnam: How Did It Happen?" The large majority of students (85%) recommended future use of this film, in conjunction with other films on Vietnam (10% not sure, 5% no).

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Length	Sources	Approximate Rental
25 minutes	American Friends Service Committee 2161 Massachusetts Avenue Cambridge, MA 02140	$20.00

Also available from the Media Centers of:

Iowa State University
University of Missouri, Columbia
Kent State University

"Vietnam: How Did It Happen?"

This film strip presents a history of the Vietnam War against the French and against the U.S. The film is informative and highly critical of U.S. involvement in Vietnam. Students found this film very interesting and informative and a large majority (88%) recommended its future use, especially in conjunction with the U.S. Armed Forces film, "Why Vietnam?" described above (11% not sure, 1% no).

Length	Source	Approximate Rental
25 minutes	American Friends Service Committee 2161 Massachusetts Avenue Cambridge, MA 02140	$20.00

"Vietnam: An Historical Document"

This is the over-view of U.S. involvement in Vietnam produced by CBS in 1976 and narrated by Walter Cronkite. It contains excellent documentary footage and is critical of both the insurgents in Vietnam and the U.S. backed Saigon government as well as various actions and policies of the U.S. government and military. The majority of students found this film very interesting and very informative and 95% recommended its future use (5% not sure, 0% no). The films on Vietnam, despite their positive qualities, had to be supplemented by lectures and reading material.

Length	Sources	Approximate Rental
60 minutes	Media Center, U-I University of Connecticut Storrs, CT 06268	$20.00

Also available from the Media Centers of:

University of Arizona
University of Iowa
University of Michigan
University of Missouri, Columbia
Pennsylvania State University

"Vietnam: 30 Months After the 30 Years War"

This video cassette examined life in Northern and Southern Vietnam following the end of the Vietnam War in 1975. It tends to be critical of conditions but does not generally attempt to provide analyses of the reasons for those conditions, such as rationing of food or goods. These omissions might lead the viewer to conclude, whether this was the intention of the producers or not, that all the disagreeable aspects of life portrayed are the result of the victory of the Communist led forces. Despite its shortcomings, a majority of students found this video cassette interesting and informative and 76% recommended in favor it its future use (20% not sure, 4% no). A number of students commented on the desirability of having films which followed a revolutionary movement from beginning to aftermath.

Length	Source	Approximate Rental
60 minutes	WGBH Distribution Office 125 Western Avenue Boston, MA 02134	$60.00

"No Vietnamese Ever Called Me Nigger"

This film describes the feelings of many black Americans in New York City towards the Vietnam War. The film focuses on interviews with war vererans, anti-war protestors,

observers and pro-war demonstrators. The film does not deal with the actual development of the Vietnamese War or the history of U.S. involvement in Vietnam. The majority of students found this film interesting and informative and 85% recommended in favor of its future use (11% not sure, 4% no).

Length	Source	Approximate Rental
68 minutes	Unifilm 419 Park Avenue South New York, New York 10016	$100.00

"Focus on South Africa"

This video cassette presents a discussion of several developments in South Africa in the early part of the Carter administration and possible U.S. actions which might influence South African racial policy. The discussion, while dealing with important issues, provided no background information and was vot very stimulating. The majority of students did not find this video cassette interesting or informative and did not recommend using it in the future.

Length	Source	Approximate Rental
30 minutes	Audio Visual Services Special Services Building Pennsylvania State University University Park, Penn. 16802	$8.50

"Generations of Resistance"

This film depicts the history of the struggle of South Africans against the racist government concentrating in particular on the 1950's, 1960's and 1970's. The large majority of students found this film interesting and informative and 87% recommended in favor of its future use (12% not sure, 1% no). This film is now available for much lower film rental from the American Friends Service Committee. I recommend using

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it in conjunction with and immediately following a showing of, "Last Grave at Dimbaza," a film which describes the economic exploitation of black Africans in South Africa and is also available from the American Friends Service Committee. The films on South Africa should be supplemented with lecture material, and if possible, reading assignments.

Length	Sources	Approximate Rental
52 minutes	Southern Africa Media Center California Newsreel 630 Natoma Street San Francisco, CA 94103	$70.00
	OR	
	American Friends Service Committee 2161 Massachusetts Avenue Cambridge, MA 02140	$20.00

"Tanzania: The Quiet Revolution"

This film deals with the formation of the independent nation of Tanzania. It examines aspects of the country's colonial history, economy and the development of the independence movement under the leadership of Julius Nyerere. The film also presents an interview with President Nyerere, aspects of Tanzania's official ideology of "African socialism" and aspects of Tanzania's political role in Africa and the world. Although the film is usually somewhat slow paced, the large majority of students found it to interesting and informative and 91% recommended its use in the future (7% not sure, 2% no). The use of this film should be supplemented with lecture and reading material. A recent informative article on Tanzania appeared in the 1980 edition of Scientific American devoted to economic development. I would recommend including President Nyerere's short essay "Ujamaa: The Basis of African Socialism" as required reading. Many students volunteered very favorable comments on this essay in their questionnaires and felt the essay significantly increased their level of understanding of relevant ideological concepts and goals.

Length	Sources	Approximate Rental
60 minutes	Indiana University Audio Visual Center Bloomington, Ind. 47401	$15.00

"The Angola Story"

This slide show and accompanying sound cassette depicts the Angola civil war and South African, U.S., CIA, Cuban and other international involvements in Angola. The slide show could be accompanied by lecture material and/or reading material on the subject. The slide show was highly critical of United States involvement and highly favorable to the MPLA government. Opposing Angola groups were criticized but inadequate information was provided regarding the different social bases of the various groups and distinctions in ideology. It was pointed out, though, that UNITA and FNLA were supported by South Africa, the CIA and Zaire. A majority of students found this slide show interesting and informative and recommended in favor of its future use. However, 9% recommended against its future use and 32% were "Not Sure" whether this slide presentation should be used in the future. Part of the reason for the lack of enthusiasm for this slide show, apart from the deficiencies already mentioned, may stem from the fact that this film had to be rescheduled to provide an opportunity to give a mid-term exam. The slide show on Angola was presented during the period of the semester in which films on Latin America were being presented and was not accompanied by a lecture.

Length	Source	Approximate Rental
45 minutes	American Friends Service Committee 2161 Massachusetts Avenue Cambridge, Mass. 02140	$20.00

"O Povo Organizado"

This film, "The People Organized," describes the revolutionary war in Mozambique against the Portugese colonialists and events leading up to and following independence. The film emphasizes the emergence of African armed forces and militantly anti-colonialist states. However, the film is less than satisfactory in terms of explaining the social development and organization of the revolutionary movement and struggle. The form of government and of system of selection of leaders is also not explained in the film. Despite its shortcomings the film is well done from from a technical point of view and contains much interesting material. The majority of students found this film interesting and informative and 80% recommended in favor of its future use (19% not sure, 1% no). However, this film needs to be supplemented with appropriate lecture material on the history, economic development, and social development of Mozambique.

Length	Source	Approximate Rental
67 minutes	Unifilm 419 Park Avenue South New York, New York 10016	$100.00

"Moncada Program"

This film dealt with the Cuban revolution and attempts to develop Cuba economically and socially in the face of U.S. opposition. The film has some interesting content but the material is presented from a very pro-revolution and anti-U.S. point of view with little criticism of excesses or mistakes made by the revolutionary leadership. Despite these shortcomings, the majority of students found this film interesting and informative and 76% recommended in favor of its future use. Several of the 19% of students who were "Not Sure" if this film should be used again and the 5% who recommended against using this film again suggested that a less biased and more balanced film would be desirable. The film should be accompanied by lecture and, if possible, reading material on Cuba.

Length	Source	Approximate Rental
51 minutes	Unifilm 419 Park Avenue South New York, NY 10016	$75.00

"Chile With Poems and Guns"

This film dealt with the election, programs and over-throw of the Allende government in Chile and the role the United States played in helping to destabilize the Chilean economy and undermine the government and democratic system in Chile. The film was very engrossing although somewhat one-sided. The majority of students found this film very interesting and informative, and a large majority (84%) recommended in favor of its future use (14% not sure, 2% no). The film should be accompanied by lecture and reading material on Chile.

Length	Source	Approximate Rental
55 minutes	Unifilm 419 Park Avenue South New York, New York 10016	$95.00

"Controlling Interests"

This film attempts to describe the interrelationships of the profit needs and profit motivated behavior of large multinational corporations, economic problems among U.S workers and the replacement of democratic systems with military dictatorships favorable to multinational corporations in lesser developed countries. Many faculty members in several departments such as sociology, political science, history and anthropology have found this film very effective in emphasizing some important world wide political and economic realities. This film might be supplemented with lecture material., In the present course it seemed to fit in very well in the Latin American section following the film on Chile. A majority of students found this film very interesting and informa-

tive and a large majority (87%) recommended in favor of its future use (8% not sure, 5% no).

Length	Source	Approximate Rental
45 minutes	American Friends Service Committee 2161 Massachusetts Avenue Cambridge, Mass. 02140	$20.00

"Nicaragua: The Hopeful Revolution"

This slide show deals with the events leading up to the 1979 revolution and over throw of the Somoza dictatorship in Nicaragua. Though it contains interesting information, it is too short and superficial to do justice to the subject. This slide show must be accompanied by lecture material. Despite its limitations, a sizeable majority of students found this slide show interesting and informative and 74% recommended in favor of its future use (21% not sure, 5% no).

Length	Source	Approximate Rental
20 minutes	American Friends Service Committee 2161 Massachusetts Avenue Cambridge, MA 02140	$20.00

"Nicaragua: Free Homeland or Death"

This film also dealt with events leading up to the revolution in Nicaragua and the recruitment of Nicaraguan citizens into the revolutionary Sandinista army. The first half of this film seemed much more interesting and informative than the second half. The later half of the film (2nd reel) dealt almost exclusively with presenting interviews with Sandinista recruits and leaders and observation of training at a guerrilla camp. Five or ten minutes on this subject matter would, I think, have been sufficient

but 30 or so minutes of the film was too much to maintain the interest of the average student. Another difficulty many students had with the film was the fact that it was in Spanish with English subtitles. Since the room for the class was level (rather than a lecture hall with elevated seating) students in the rear of the class had difficulty seeing and reading subtitles. Still a majority of students found this film interesting and informative and 72% recommended in favor if its future use (20% not sure, 8% no).

Length	Source	Approximate Rental
75 minutes	Unifilm 419 Park Avenue South New York, New York 10016	$75.00

"Puerto Rico: Paradise Invaded"

This film focused on a number of important events in Puerto Rican history and negative conditions on the island which were interpreted as being the result of the development and exploitation of the island by multi-national corporations. However, too little background information was provided. This film must be accompanied by relevant lecture material. Since this film is in Spanish with English subtitles, students in the rear of the class had difficulty understanding the audio portion of the film. A majority of students felt this film was interesting and informative and 65% recommended in favor of its future use (25% not sure, 10% no).

Length	Source	Approximate Rental
30 minutes	Unifilm 419 Park Avenue South New York, New York 10016	$50.00

"And None Shall Make Them Afraid"

This slide show deals with the historical development of the Israeli-Palestinian conflict in the Middle East. It attempts to cover a wide range of material and events. This slide show should be accompanied by appropriate lecture material and, if possible, reading material. A majority of students found this slide show interesting and informative and 62% recommended in favor of its future use (28% not sure, 10% no).

Length	Source	Approximate Rental
45 minutes	American Friends Service Committee 2161 Massachusetts Avenue Cambridge, MA 02140	$20.00

"Temptation of Power"

This film deals with the political social and economic development in Iran under the Shah's government from the early 1960's through 1977 concentrating heavily on the real effects of the Shah's "White Revolution" on the peasant population of Iran. Although much interesting material is included, the film isn't very exciting. The film must be accompanied by lecture material dealing with the history and social characteristics of Iran from World War II through the present. Despite its limitations, a majority of students found this film interesting and informative and 71% recommended in favor of its future use (18% not sure, 11% no).

Length	Source	Approximate Rental
43 minutes	Icarus 200 Park Avenue South, #1319 New York, New York 10003	$75.00

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Revisions for the Fall of 1981

This course is scheduled only in the fall at the University of Connecticut due to the limitation on film funds. In the new Fall 1981 version I have deleted 10 of the films used in the original course and added the following films:

Title	Length	Source	Approximate Rental
"Nicaragua: September 1978" (very good)	41 minutes	Unifilm 419 Park Ave., South New York, NY 10016	$ 75.00
"El Salvador" (very good)	30 minutes	American Friends Service Committee 2161 Massachusetts Ave. Cambridge, MA 02140	
"El Salvador: Another Vietnam" (excellent)	60 minutes ~~video cassette~~	Catalyst Media P.O. Box 640 Canal St. Station New York, NY 10013	$100.00
"Guatemala: A People Besieged" (good)	30 minutes	American Friends Service Committee 2161 Massachusetts Ave. Cambridge, MA 02140	$ 20.00
"Puerto Rico"	75 minutes	Unifilm 419 Park Ave. South New York, NY 10016	$100.00
"Last Grave at Dimbaza" (very good)	55 minutes	American Friends Service Committee 2161 Massachusetts Ave. Cambridge, MA 02140	$ 20.00
"The Palestinian People Do Have Rights"	48 minutes	Icarus 200 Park Ave. South #1319 New York, NY 10003	$ 75.00
"The Politics of Torture"	60 minutes	American Friends Service Committee 2161 Massachusetts Ave. Cambridge, MA 02140	$ 20.00

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